

COMPETENCY PROFILING



COMPETENCY PROFILING

The Education and Training Service Centre (ETSC) has developed a method for identifying the competencies required to successfully perform a job. Clearly defined competencies are the criteria for identifying the skills required to perform the essential functions of particular jobs.

Job competencies can be used in the design of preparatory courses for participation in the labour market, as a benchmark in validation of prior learning, or as a guiding principle in career development and recruitment.

The method is a practical, effective way of identifying the necessary job competencies, including personal competencies, which for an effective employee are an essential set of skills.

THE CHARACTERISTICS OF THE METHOD

Pre-determined process. The analysis is conducted throughout three structured meetings with 10-20 participants.

Active participation of stakeholders from the relevant sector. Participants in the analysis meetings are familiar with the job in question or the market sector.

Use of incremental units of competency. These units objectively describe essential competencies for the labour market. Competencies which are identified and selected during the analysis meetings. In accordance with the Icelandic Qualification Framework, the competencies are presented in incremental steps, focusing on the responsibility, independence and complexity of the work.

Straightforward working methods. Competency descriptions are presented on cards, given due consideration, and sorted in a simple process.

Standardised results. The result of competency profiling is a job profile, containing the job definition, which is a brief description of the job, a list of core tasks and a description of the competencies needed to perform the job successfully.

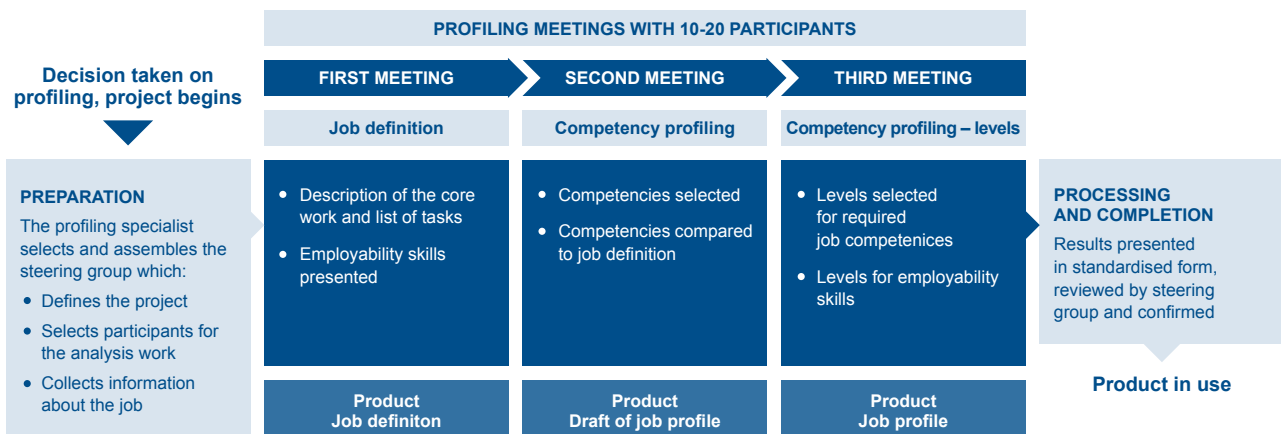
ACTIVE LABOUR MARKET PARTICIPATION

A vital component in this process is for the labour market to define the competencies which are needed so that learning aimed at preparation for participation in the sector is concise, cost-effective and based on broad involvement from the profession in question.

Participation in competency profiling provides an important opportunity to influence the content and structure of studies within the field of adult education. The role of adult education is, among other things, to create resources to meet the needs of the labour market for increased knowledge and skilled employees.

The profiling process relies on the interest and goodwill of the labour market to draw conclusions that are in line with their needs.

OVERVIEW OF THE COMPETENCY PROFILING PROCESS



THE PROFILING PROCESS

The profiling specialist prepares and organises the analysis meetings together with a steering group consisting of 5-6 key members from the profession.

A larger group is invited to participate in the analysis meetings, consisting of 10-20 individuals who carry out the job in question, managers in the profession, and other parties who possess a broad understanding of the job, both with regard to connections with other professions and future prospects for the sector.

Three analysis meetings are held with the profiling group, each lasting three hours.

WHAT IS REQUIRED OF THE STEERING GROUP?

The steering group includes representatives from the entity requesting the profiling project, employees and managerial representatives from the profession, along with other stakeholders. Their role is to define the project and involve participants in the analysis meetings who have knowledge of the profession.

The steering group reviews and confirms the results of competency profiling. It is assumed that the steering group will also participate in the analysis meetings.

WHAT IS REQUIRED OF THE PARTICIPANTS?

Participants in the analysis meetings are selected based on their connections with the job in question. The aim is to have the widest representation possible within the profession. No preparation is required for the meetings.

During the meetings, participants follow a simple process based on choosing between predefined information on cards.

Experience shows that participating in the analysis meetings is both useful and fun. Surveys among participants have revealed that the majority of participants would be happy to take part again if asked. Many add that participation has been beneficial to them, personally and/or at work.

THE ROLE OF THE EDUCATION AND TRAINING SERVICE CENTRE

In accordance with a service contract agreed with the Ministry of Education and Culture, one of the functions of the ETSC is to define, in collaboration with the labour market and education providers, the educational needs of those who have not completed their education at upper-secondary level. In addition, to offer courses of study which meet those needs and write them into curricula. ETSC's competency profiling is an important part of this work.

WHO PERFORMS COMPETENCY PROFILING?

Competency profiling is conducted both by ETSC and by Lifelong Learning Centres that have trained profiling specialists.

ETSC experts review and evaluate the results of competency profiling.

WHERE DO COMPETENCY UNITS COME FROM?

The competency descriptions used by ETSC come from the Canadian consulting firm HRSG, which has been developing competencies for over 30 years. ETSC has translated and adapted the material to the Icelandic environment.

WHAT IS A JOB PROFILE?

A job profile is the product of the analysis work and contains the definition of the job and a description of the skills required to perform the job.

Further information on ETSC competency profiling can be found at: www.frae.is/haefnigreiningar

